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ABSTRACT

ASQ (Assessing School-Aged Child Care Quality) is a system for determining the quality of school-age child care programs. The ASQ Program Observation Instrument is a ten-step, self assessment process to guide program improvement. This instrument does not work well in full-day programs that have a single focus, but works well in programs that offer a variety of activity choices. The ASQ Program Observation instrument is designed to help collect information about program quality. The Program Observation includes 21 items organized under five categories: human relationships, indoor environment, outdoor environment, activities, and safety, health, and nutrition. Each of the 21 items uses a 0-3 rating scale. Step-by-step guidance is provided on conducting the observation. In addition, suggestions are given on the use of the Program Observation Instrument in research, with a brief description of the study and major findings of a field-test conducted in Massachusetts and North Carolina. (MOK)

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ASQ

Program Observation Instrument A Tool For Assessing School-Age Child Care Quality

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ASSESSING SCHOOL-AGE CHILD CARE QUALITY (ASQ)
PROGRAM OBSERVATION

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DIRECTIONS

ASQ (Assessing School-Age Child Care Quality) is a system for determining the quality of school-age child care programs. It is a ten-step, self-assessment process to guide program improvement. At the heart of ASQ is the Program Observation instrument.

The ASQ Program Observation instrument will help collect information that you can observe about program quality. To complete the picture of quality, you also will need to integrate information from the Questions for the Director. The Program Observation includes 21 items organized under five categories:

- *Human Relationships, including staff-child, child-child, staff-family, and staff-staff interaction;*
- *Indoor Environment, including organization of space, storage, upkeep, and level of comfort.*
- *Outdoor Environment, including arrangement of space, upkeep, equipment, and materials available.*
- *Activities, including daily schedule, activity choices, materials, supplies, and equipment needed for activity choices.*
- *Safety, Health, and Nutrition, including safety and security, sanitation, prevention of contagious illness, and amount and quality of food served.*

Each of the 21 numbered items, printed in bold-faced type, is followed by four indicators (a, b, c, and d) which are to be observed and rated. Every indicator is followed by examples. The examples will help you understand what is meant by the indicator, although you need not see these exact examples to give credit for the indicator. It is important to remember that programs vary greatly in cultural as well as physical aspects. For example, in some cultures adults may smile frequently at children. In other cultures, smiling may be rare, but the warmth of the interactions may be shown in other ways. As you observe, look for evidence of the indicators.

The following scale is used to rate each indicator:

0 = no evidence or not met
1 = little evidence or somewhat met
2 = more evidence or substantially met
3 = consistent evidence or fully met

Give a rating to every item. However, questions #13 and #14 should be marked N/A (not applicable) if no outdoor play area is used at least three times per week, throughout the year, with the exception of unusually bad weather. If no outdoor space is used, note the reason why (e.g., it is not safe).

This instrument does not work well in full-day programs that have a single focus (e.g., sports camp, dramatics club). It works well in programs that offer a variety of activity choices. Be sure to allow yourself enough time to observe and rate a range of program activities.

You will need to prepare yourself for using the ASQ Program Observation by reading the scale thoroughly and by participating in training, if available. Accuracy in rating and objectivity in observation are important in using this instrument. As much as possible, your ratings should be based on what you observe. However, since you probably will not be able to observe everything during the time you are at the program, you will probably have questions about some items. You will need to find time to talk with staff members before rating any unobserved items.

Conducting the Observation

1. Schedule the observation on a day when the children will be engaged in routine activities. Do not observe on a day when a special event is planned. For example, avoid field trips, carnivals, or parent days.

2. Try to see a full range of activities. Be prepared to spend about two hours observing, including the children's arrival, snack, indoor and outdoor activity time, and departure.

3. When you arrive, ask the director to take you on a walk around the program, to give you an overview. Ask some general questions: What is the schedule for arrival times? How are the children grouped? What indoor and outdoor areas do they use?

4. If the children in the program mingle freely during most of their time, use one ASQ Program Observation to rate the entire program. If the children are in separate groups for most of their time and mingle only for short periods, you need to use a separate ASQ Program Observation for each group.

5. Keep the ASQ Program Observation with you as you observe the program. Refer to it frequently as you make your decisions for rating the various indicators.

6. Use the full range of the scale. Don't be afraid to use zeros. Even the best programs have some areas that need improvement.

7. If there are any indicators that you did not observe, be sure to ask a staff member questions. Jot down the question, and ask it at a time that is convenient for the staff member. Some activities or behaviors that are important to the quality of care may not happen frequently. For example, you may not see the children engaged in conflict (question 7d). You may need to ask how children usually resolve their conflicts with each other. Since the indicators are designed to be observable, few questions should be required.

8. If you need to get information about an indicator you did not observe, ask an open-ended question. Avoid questions that require a yes-no answer. Remember that you want to get information without suggesting that there is a right or wrong answer. Give the staff member a chance to describe what happens. Questions starting with "Can you tell me about. . ." elicit information in an open manner.

9. Move about the program space to get a full picture of a typical day. Spend some time outdoors and some time indoors. Follow the flow of the children's activities.

10. You will probably observe some differences among staff members. Their interaction styles may vary, and some may participate in activities more than others. In giving a rating, look at what is being delivered to the children by the total staff. On the whole, how does the staff rate on this item?

11. Use the comments section to note additional information and to give explanations for your ratings. For example, if the item refers to interactions, you may want to note the specific interactions you observed that are related to your rating choice. (For example, item 1.a. is "Staff treat children with respect." Your comment might say, "Three staff treated children with respect, but one staff was sarcastic and belittling with the children." If the negative interaction strongly influences the way the children experience the program, your rating for this item will be lower).

12. Before you leave the program, make sure you have recorded your score for each item and have briefly noted your reasons in the comments section.

13. Tally the ratings for each item separately, and put the sum in the Total Sum box near the item number.

USE OF THE ASQ PROGRAM OBSERVATION IN RESEARCH

To determine whether the ASQ Program Observation could be used in research as a measure of school-age child care quality, a limited field-test of the instrument was completed in Massachusetts and North Carolina to examine characteristics of the scale that relate to reliability and validity. A full report on the results of this field-test is available through the School-Age Child Care Project. A brief description of the study and major findings are outlined in this section.

Sixteen data collectors, 8 in Massachusetts and 8 in North Carolina, were trained in the use of the observation according to a specified protocol for intensive training (available from the School-Age Child Care Project), which consisted of lecture, practice scoring activities, and two observations in school-age child care programs followed by debriefing sessions.

To examine inter-rater reliability, pairs of data collectors completed 40 observations in a variety of school-age child care programs, including public school programs, private for-profit programs, and private non-profit programs. Twenty-five groups (10 in MA and 15 in NC) were revisited to examine test-retest reliability. Two school-age child care experts, who were not familiar with the ASQ Program Observation, visited 11 programs, which had been assessed by data collectors within two weeks time of the experts' visit.

Descriptive Statistics

Programs of differing quality were observed. However, overall, programs that were observed scored fairly well, with a mean total score for all 105 observations made in both states of 170.3 out of a possible 252. The range of scores was 95 to 240.

Inter-Rater Reliability

Cohen's Kappa and Intraclass Correlation's were calculated to examine inter-rater reliability for the total observation, the five subscales, each numbered item, and each of the four indicators for the numbered items. All results showed strong agreement between observers on total score, subscale scores and the 21 numbered items. Generally, agreement was found to be acceptable for most indicators. A small number of indicators (a, b, c, & d's) proved to have weak inter-rater agreement. These were examined and based on these findings, subsequently revised. Generally, minor revisions were made to clarify wording or provide more concrete examples. It is assumed that these modifications will improve inter-rater reliability of indicator items.

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Internal Consistency of Subscales

Cronbach's Alpha was calculated to evaluate internal consistency for the total observation as well as for the original five subscales that made up the field-test version of the instrument. Internal consistency was found to be acceptable for all subscales except the Safety subscale.

Based on these findings, the two items in the Safety subscale of the field-test version of the Program Observation were reassigned in the revised version, one to the Human Relationships subscale and one to Health and Nutrition. The Environment subscale was divided into two separate sections which also improved internal consistency. Cronbach's Alpha was recalculated for the revised scale, with the following results:

Human Relationships	*.93*
Indoor Environment	*.84*
Outdoor Environment	*.80*
Activities	*.82*
Safety, Health, and Nutrition	*.68*
Total Observation	*.89*

Validity

To measure content validity, Spearman rank order correlations were calculated to compare ratings for programs assessed using the ASQ Program Observation with ratings of those same programs by experts who visited the sites within two weeks of the ASQ observer's visit. In one case, there was total agreement in the ranking of five programs. In the second case, agreement was .66 (Spearman rank order) with agreement on the three highest quality classrooms and the three lowest. Since the three highest quality programs were very similar in quality, with mean total scores on the ASQ of 211.5, 212.5, and 238.5, it is likely that discriminating among these higher quality programs was difficult for the expert.

Suggested Use

Field test results indicate that the instrument is a sound choice for use not only in program improvement, but also in research. Results indicate that item scores, rather than indictor scores, are the more reliable measure of quality. Data can be reduced by using subscale scores or the total score can be used as a single measure of global quality. Adequate training is a necessity for all users of the observation so that users not only use the instrument accurately, but also have a vision of what quality school-age child care can be.

I. HUMAN RELATIONSHIPS

☐ **Total Sum for #1 a-d**

1. Staff relate to all children in positive ways.

Comments:

0 1 2 3 *a. Staff treat children with respect.*
Example: Staff listen to what children say and take children seriously. Sarcasm or belittling of children does not occur.

0 1 2 3 *b. Staff are warm and friendly with children.*
Example: Staff have pleasant voices and expressions. They are relaxed and show affection. They show a sense of humor and are not abrupt or tense. They do not frown or sigh frequently with impatience. Staff greet children when they arrive and acknowledge departure.

0 1 2 3 *c. Staff respond to children with acceptance and appreciation.*
Example: All children are treated kindly. Staff do not single out any child as a favorite or as a scapegoat for any reason. Children are not discriminated against because of race, gender, ethnicity, family income, appearance, or differing abilities.

0 1 2 3 *d. Staff show that they enjoy being with children.*
Example: Staff show interest in what the children say and do. Staff often smile and play with the children. Staff are not bored or distant.

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☐ **Total Sum for #2 a-d**

2. Staff respond appropriately to children's individual needs.

0 1 2 3 *a. Staff are involved with the children.*
Example: Staff listen to children and interact with them. They give children help and respond within a reasonable amount of time, but are careful not to intrude or interrupt. Staff do not spend a lot of time with tasks that do not involve the children.

0 1 2 3 *b. Staff are generally flexible and adapt to the different ages, abilities, and needs of individual children.*
Example: Staff find suitable ways to include shy children, active children, and children of differing ages. Staff assist children who are bored or wandering to select an activity. Staff are sensitive to how children react to them, and staff modify their actions accordingly.

0 1 2 3 *c. Staff respond to the range of children's feelings with acceptance and understanding.*
Example: Staff show sympathy and support when a child is upset or disappointed. They remain calm and patient with an angry child. They share a child's feelings of happiness and enthusiasm.

0 1 2 3 *d. Staff relate to children as individuals.*
Example: Staff address each child by name. They show interest in a child's experiences outside and inside child care.

Comments:

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☐ Total Sum for #3 a-d				**3. Children are supervised appropriately to maintain safety.**	Comments
0	1	2	3	*a. Staff note when children arrive, when they leave, and with whom they leave.* ***Example***: A check list or other system is used so that staff can quickly see if a child has not arrived. Adults who are picking up children let staff know before leaving.	
0	1	2	3	*b. Staff know where the children are and what they are doing at all times.* ***Example***: Staff move around so they can see all the children within their area and in the outdoor play area. Staff position themselves so they can still watch a large group of children in addition to the few children they are working with. Children are well supervised during transitions (e.g., moving from outdoors to indoors, room to room, and restrooms).	
0	1	2	3	*c. Staff supervise children appropriately according to children's ages and abilities.* ***Example***: Younger children are more closely supervised than older children. Staff watch aggressive children carefully in order to prevent problems.	
0	1	2	3	*d. Staff closely supervise activities that are potentially dangerous.* ***Example***: Staff work with small groups of children when activities involve dangerous equipment (e.g., using carpentry tools, stoves, hot wax, or paper cutters). Staff closely watch children who are on climbing or gymnastics equipment.	

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☐ **Total Sum for #4 a-d**

4. Staff encourage children to make choices and to become more responsible.

Comments:

0 1 2 3 *a. Staff arrange for children to do as much as possible for themselves.*
Example: Children prepare and/or serve their own food. Children set up activities and clean up afterwards. Older children set up their own clubhouse.

0 1 2 3 *b. Staff assist children without taking control.*
Example: Staff provide adequate instructions so that children can proceed independently. When children ask for help, staff step in to help but encourage children to continue on their own as soon as possible.

0 1 2 3 *c. Staff give children many chances to choose what they will do, how they will do it, and with whom.*
Example: Staff help children find acceptable ways to follow their own interests. Staff rarely say no to children's reasonable requests or selected activities. Children have frequent opportunities to choose their companions during activities and snack.

0 1 2 3 *d. Staff help children think through their choices so they can make informed and responsible decisions.*
Example: Staff help children plan out long-range projects so children can complete them while specialists and materials are still available. Staff ask open-ended questions that guide children to think through decisions about activity choices and relationships with others.

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☐ Total Sum for #5 a-d

5. Staff use positive techniques to guide children's behavior.

Comments:

0 1 2 3 *a. Staff give attention to children when they cooperate, share, care for materials, or work on activities.*
Example: Staff show appreciation through smiles and encouragement. They avoid using insincere praise and rewards; or bribes, such as stickers, food, or special activities to control children's behavior.

0 1 2 3 *b. Staff set appropriate limits for children.*
Example: Staff set limits that prevent children from hurting each other physically or verbally. If children tease, scapegoat or exclude others, staff step in. Staff avoid setting unrealistic limits, such as expecting children to be quiet most of the day.

0 1 2 3 *c. Staff are firm when necessary and use no harsh discipline methods.*
Example: Staff do not shame, yell, hit, or withhold food. The whole group is not reprimanded or punished when one child breaks a rule.

0 1 2 3 *d. Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.*
Example: Staff listen and observe carefully. Staff use negotiating, reasoning, and redirection to help children find alternatives. Staff rarely lecture children.

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☐ Total Sum for #6 a-d				**6. Staff interact with children to help them learn.**	Comments
0	1	2	3	*a. Staff ask and answer questions that encourage children to think for themselves.* *Example*: Staff start discussions by asking "how," "what if," "why," and other open-ended questions. Staff take time to respond to children's questions.	
0	1	2	3	*b. Staff share resources with children to increase childrens' information and solve problems.* *Example*: Staff look at books and materials with children to find answers to questions. Staff teach skills and make suggestions when children face problems they cannot solve themselves.	
0	1	2	3	*c. Staff vary the approaches they use to help children learn.* *Example*: Staff show children, as well as tell them, how to clean up or play a new sport. They write down instructions for activities with many steps so children can see as well as hear what to do. Staff modify activities as needed so all children, including those with disabilities, can participate.	
0	1	2	3	*d. Staff help children use language skills through frequent conversations.* *Example:* Staff speak to children on a level children seem to understand. They listen patiently as all children express themselves, including children who speak another primary language or who have difficulty listening or speaking. There are staff or volunteers who speak the language of children who do not speak primary language spoken in the program.	

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☐ Total Sum for #7 a-d				**7. Children generally interact with each other in positive ways.**	Comments
0	1	2	3	*a. Children appear relaxed and involved with each other.* *Example*: Group sounds are pleasant most of the time. Bickering or fighting is rare.	
0	1	2	3	*b. Children show respect for each other.* *Example*: Teasing, belittling, or picking on particular children is uncommon. Children show sympathy.	
0	1	2	3	*c. Children usually cooperate and work well together.* *Example*: Children share materials and space. They help each other. They suggest activities, work out rules, and find approaches to activities.	
0	1	2	3	*d. When problems occur, children usually discuss their differences and work toward a fair solution.* *Example:* Bullying and aggression are not used to solve disagreements. Children listen to each other's point of view and try to compromise (e.g., if two children want to use the same equipment, they may decide to take turns as a solution).	

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☐ Total Sum for #8 a-d				**8. Staff and families interact with each other in positive ways.**	Comments
				a. Staff and family communication is warm and friendly.	
0	1	2	3	*Example:* Staff and family members greet one another by name. They use pleasant voices and expressions. They are relaxed and not abrupt.	
0	1	2	3	*b. Staff and families treat each other with respect.* *Example:* Staff and family members show interest in and appreciation for each other. People are not treated differently because of race, religion, ethnicity, gender, family income, or differing ability. Staff do not talk about confidential matters in front of the children or other adults.	
0	1	2	3	*c. Staff and families share information.* *Example:* Staff and family members talk and listen to each other. News and information about the program are displayed on bulletin boards, in waiting areas, etc.	
0	1	2	3	*d. Staff and families work together to make the transition between home and child care go smoothly.* *Example*: Family members can find their children and children's possessions easily. Conversations with family members do not disrupt supervision of children or activities.	
				(If family members do not drop off or pick-up children, please put a N/A in the box for #8.)	

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☐ Total Sum for #9 a-d				**9. Staff work well together to meet the needs of the children.**	Comments
0	1	2	3	*a. Staff communicate with each other as needed to insure that the program flows smoothly.* *Example*: Staff check with each other to make sure all areas are supervised. Conversations about personal matters are brief and do not interfere with activities.	
0	1	2	3	*b. Staff are cooperative with each other.* *Example*: Staff are flexible and pitch in to help each other with the children as needed. Work appears to be shared fairly.	
0	1	2	3	*c. Staff interactions are pleasant.* *Example*: Staff use pleasant voices and expressions. They are not tense, abrupt, or unfriendly with each other.	
0	1	2	3	*d. Staff are respectful of each other.* *Example*: Respect is shown to all, regardless of job status, race, religion, ethnicity, gender, family income, ability, or any other reason. Staff ask politely rather than ordering others about.	
				(If your program has only one staff member, please put N/A in the box for #9).	

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II. INDOOR ENVIRONMENT

☐ Total Sum for #10 a-d				**10. The program's indoor space meets the basic needs of the children.**	Comments
0	1	2	3	*a. There is enough room for all program activities.* *Example*: Children can work and play without crowding.	
0	1	2	3	*b. The indoor space provides basic comforts.* *Example*: Temperature, ventilation, lighting, and noise level are comfortable. Areas and equipment are accessible to people with disabilities.	
0	1	2	3	*c. The indoor space is well maintained.* *Example*: The building is in good repair. Toilets and sinks work well and are kept clean. There are no holes in walls or ceilings.	
0	1	2	3	*d. The indoor space is suitable for use by children involved in a wide variety of activities.* *Example*: There is at least one large open area. There are areas with washable surfaces. Running water is conveniently located (e.g., near art and cooking areas). Sharing of the space by other groups (i.e. schools or churches) does not restrict the children's activities or noise level.	

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☐ Total Sum for #11 a-d				**11. The indoor space, furniture, and equipment are organized to support a wide range of program activities.**	Comments
0	1	2	3	*a. The space is divided to include areas for active play, quiet work and play, messy activities, eating, and various social groupings.* *Example*: There are places for children to be alone and in small and large groups. There are interest areas for different types of activities. (See item #16 for the types of activities for which space is needed.)	
0	1	2	3	*b. The space is well-organized for activities.* *Example*: There is appropriate space for the type of activity being done (e.g., messy play takes place near the sink and by floors easy to wash). Materials are organized by type.	
0	1	2	3	*c. The space is arranged so that various activities can go on at the same time without disrupting one another.* *Example*: Active play does not disrupt quiet play (e.g., loud music does not interfere with children doing homework). Pathways allow children to move from one place to another without disturbing ongoing activities.	
0	1	2	3	*d. Storage space for materials and children's possessions is adequate and convenient.* *Example*: Materials used frequently and works-in-progress are stored near activity areas. There are other places to store bulk materials and things not currently in use. There is a place for children to store personal belongings.	

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☐ Total Sum for #12 a-d				**12. The indoor space allows children to be independent and explore their interests.**	Comments
0	1	2	3	*a. Children can get materials out and put them away by themselves with ease.* *Example*: Frequently used materials are on low and open shelves. If cabinets are locked, they are open for use while children are at the program. Materials are equally accessible to all children, including those using wheelchairs, walkers, or crutches.	
0	1	2	3	*b. Furniture is suitable for the sizes and abilities of the children.* *Example*: Most children can sit comfortably with their feet on the floor and arms on the table without being cramped. Wheelchairs or adapted chairs can fit comfortably under tables used by the group.	
0	1	2	3	*c. The indoor space reflects the work and interests of the children.* *Example*: Children's artwork and other pictures of interest to them are displayed. Children are free to rearrange some spaces for activities (e.g., to build forts or clubhouses, move furniture for dancing, etc.).	
0	1	2	3	*d. There are soft, comfortable spaces for relaxation and/or privacy.* *Example*: Children can use couches, cushions, beanbag chairs or rugs. There are some spaces where children can feel they are away from the group.	

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III. OUTDOOR ENVIRONMENT

☐ Total Sum for #13 a-d				**13. The outdoor play area is suitable for a wide variety of activities.**	Comments
0	1	2	3	*a. There is enough outdoor space for a number of activities to go on at the same time without crowding.* ***Example***: Ballgames, climbing, and other active play can go on at the same time as conversations and quiet play.	
0	1	2	3	*b. The outdoor space is clean and comfortable.* ***Example***: Trash is covered. The space is free of litter. There are shady areas for sunny weather.	
0	1	2	3	*c. The outdoor space is arranged so that different activities do not interfere with each other.* ***Example***: There is a large ballfield area and a hard surface for basketball, roller-skating, and bike riding. There is a protected area for sand play and socializing.	
0	1	2	3	*d. The outside play space is easily accessible to the program.* ***Example***: The play areas are close to the indoor space for ease of supervision and access to toilets and phones. The outdoor play areas are wheelchair accessible, so the program can accommodate children who use wheelchairs.	

NOTE: If no outdoor play area is used at least three times per week throughout the year (with the exception of unusually bad weather) mark # 13 a zero.

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☐ Total Sum for #14 a-d				**14. The outdoor equipment allows children to be independent and creative.**	Comments
0	1	2	3	*a. The permanent playground equipment is suitable for the sizes, interests, and abilities of all children.* *Example*: Equipment offers various levels of challenge. Younger children can reach most of the climbing equipment; older children have access to more challenging equipment. Basketball hoops are at different levels. Equipment is adapted for use by children with disabilities (e.g., sandbox is high enough for children in wheelchairs).	
0	1	2	3	*b. Children have easy access to a variety of portable sports equipment and games to supplement permanent equipment.* *Example*: Storage areas are kept open so that children may select play materials such as balls for different sports, jump ropes, and hula hoops.	
0	1	2	3	*c. There is enough equipment so that children have a number of choices for both active and quiet play.* *Example*: For active play, children can choose climbing structures or sports equipment. They can also use sandbox toys and arts and crafts materials for quiet play.	
0	1	2	3	*d. There are materials to promote children's creativity and imagination.* *Example*: Wood is available to build forts. Tires or cones can be used to create obstacle courses. Chalk and paint can be used to design murals. NOTE: If no outdoor play area is used at least three times per week throughout the year (with the exception of unusually bad weather) mark #14 a zero.	

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IV. ACTIVITIES

☐ Total Sum for #15 a-d				**15. The daily schedule is flexible and meets the children's needs for security, independence, and stimulation.**	Comments
0	1	2	3	*a. The daily routine provides stability without being rigid.* ***Example***: Children seem to know the daily routine and follow it without frequent reminders. Outdoor time is extended or shortened, depending on weather. Large group time is shortened if children lose interest.	
0	1	2	3	*b. Children meet their physical needs in a relaxed way.* ***Example***: Children can get a drink and go to the bathroom whenever they want to without waiting for the group.	
0	1	2	3	*c. Children move smoothly from one activity to another, usually at their own pace.* ***Example***: When children arrive at the program, they are given time to adjust and choose what they want to do. Children can move from one activity to another when they want. They are not forced to wait a long time for an activity to start, or to rush to finish an activity. Children rarely move in a large group or in a line.	
0	1	2	3	*d. Children spend most of their time involved in activities of their choice.* ***Example***: The schedule permits long periods for indoor and outdoor activities of many types (e.g., children are involved in outdoor play, art, music, board games, or indoor gym activities). Little time is spent waiting (e.g., waiting for snack, for an activity to start, or lining up to use the bathroom).	

0 = no evidence or not met 1 = little evidence or somewhat met 2 = more evidence or substantially met 3 = consistent evidence or fully met

☐ Total Sum for #16 a-d				**16. Many different types of activities are available for children to choose from.**	Comments
0	1	2	3	*a. There are daily opportunities for active physical play.* *Example*: Children run, jump, and climb and play active games and sports.	
0	1	2	3	*b. There are daily opportunities for creative arts suitable for children of various ages.* *Example*: Children can dress-up, create puppet shows and plays, use art materials, dance, or make music.	
0	1	2	3	*c. There are daily opportunities for quiet activities and socializing.* *Example*: Children have time to talk with friends or staff, play board games, daydream, or cook.	
0	1	2	3	*d. There are daily opportunities for enrichment activities to support the development of basic academic skills and higher-level thinking skills.* *Example*: There are hands-on activities in math and science (e.g. observing and caring for animals and plants), reading and writing (e.g., creating a newspaper, writing a play), doing homework, or using computers.	

0 = no evidence or not met 1 = little evidence or somewhat met 2 = more evidence or substantially met 3 = consistent evidence or fully met

		Comments
☐ Total Sum for #17 a-d	**17. A variety of materials, supplies, and equipment are available to support the four types of activities listed in question 16.**	
0 1 2 3	*a. There are materials, supplies, and equipment to support children's choices for active play.* *Example*: There are jump ropes and chalk for hopscotch and four-square. There are supplies and equipment for basketball, baseball, and ping-pong. There is music for dance and movement.	
0 1 2 3	*b. There are materials and supplies for creative arts.* *Example*: There are props and puppets for dramatic play. There are crayons, markers, paint, glue, scissors, paper, and collage materials and clay for crafts. There are musical instruments and materials for woodworking, sewing, and weaving.	
0 1 2 3	*c. There are materials and supplies for quiet activities and socializing.* *Example*: There are blocks and board games. There are mirrors for fixing hair and props for dressing up.	
0 1 2 3	*d. There are materials and supplies for enrichment activities.* *Example*: There are measuring and pouring utensils at the sand and water tables. There are seeds, pots, soil, and tools for growing plants indoors and outdoors. There are recipes and measuring cups for cooking. There are materials for illustrating, writing, and publishing books. There are stories and tapes in other languages for bilingual children.	

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☐ Total Sum for #18 a-d				**18. Materials used are sufficient, in good repair, and appropriate for the children in the program.**	Comments
0	1	2	3	*a. Materials are complete and in good repair.* *Example*: Board games and puzzles have all their pieces. Balls are inflated. Blocks do not have splinters.	
0	1	2	3	*b. There are enough materials for the number of children in the program.* *Example*: Children rarely have to wait a long time to use glue, scissors, or markers during crafts activities. There are enough materials that several activities can go on at the same time.	
0	1	2	3	*c. Materials are developmentally appropriate for the range of children in the program.* *Example*: There are books that are easier and harder to read. There are simple and more complex board games, such as computer chess with adjustable levels of difficulty. There are flexible materials that can be used in many ways, such as paint, clay, blocks, and dress-up clothes. Many of the materials are adaptable for use by children with disabilities.	
0	1	2	3	*d. The materials reflect varying ethnic and racial backgrounds, are non-sexist in nature, and are culturally sensitive.* *Example*: There are records and tapes of many types of music. There are books and posters that show different racial and cultural groups and both genders in non-stereotypical roles.	

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V. SAFETY, HEALTH, AND NUTRITION

☐ Total Sum for #19 a-d				**19. The safety and security of the children are protected.**	Comments
0	1	2	3	*a. Open entrances to the building are limited so staff can be aware of entering visitors.* *Example:* Unsupervised doors are locked from the outside but can be opened from the inside. Visitors are greeted and questioned by staff.	
0	1	2	3	*b. There are no observable safety hazards inside the program space.* *Example*: There are no exposed radiators, no loose electrical cords, no stairs without railings, etc. The cubbies, shelves, and dividers cannot tip over on children.	
0	1	2	3	*c. There are no observable safety hazards in the outdoor space.* *Example*: The area is free from glass and other dangerous litter. It is protected from traffic by fences or other means. (Outdoor space includes program entrance and exit areas, outdoor play space, and other outdoor space children use).	
0	1	2	3	*d. Large equipment for active play is safe.* *Example*: Climbing equipment is the right size for children. Equipment is bolted down, in good repair, and free of splinters. Swings are placed so that children who are passing by do not collide with the swings. All playground equipment is on a resilient surface (e.g., fine, loose sand, wood chips, or wood mulch) about 9 inches deep, or on rubber mats manufactured for such use. (If the program uses no equipment for active play, mark zero.)	

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☐ Total Sum for #20 a-d				**20. Steps are taken to protect and enhance the health of all children.**	Comments
				a. Obvious health risks are avoided.	
0	1	2	3	*Example*: No smoking is ever allowed in child care areas. The sandbox is covered to prevent animal contamination. No poisons, such as bleach or medicine, are left where children can reach them. Grass is trimmed to avoid exposure to harmful insects and reptiles.	
				b. The facility is clean.	
0	1	2	3	*Example*: Floor, walls, and sinks are clean. Trash is removed. Bad odors do not linger. Bathrooms are clean (e.g., toilets are flushed). Carpets are vacuumed.	
				c. Food is served under sanitary conditions.	
0	1	2	3	*Example*: Food is served on clean plates or napkins. Tables are clean.	
				d. Measures are taken to avoid spreading germs.	
0	1	2	3	*Example*: Staff and children wash hands often, especially before preparing or eating food and after toileting. Towels are not shared. Children with contagious illnesses are separated from the rest of the group.	

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Total Sum for #21 a-d	21. Foods and drinks served meet children's nutritional needs.	Comments
0 1 2 3	*a. The program serves healthy foods.* *Example*: A balance of fruits, vegetables, grains, and proteins is served. Foods high in fats, salts, and sugars are limited. Fruit juices and milk are used instead of fruit drinks and sodas. Drinking water is available near active play areas.	
0 1 2 3	*b. The amount of food offered to the children is appropriate for their ages and sizes and the length of the program day.* *Example*: The program offers food to children who forget or do not bring enough food from home. Seconds are available to children.	
0 1 2 3	*c. Children seem to like the food.* *Example*: Most of the food put out at snack time gets eaten. Children do not complain a lot about disliking the food or of being tired of having the same foods all the time.	
0 1 2 3	*d. Snacks and meals are timed appropriately for children.* *Example*: In after-school programs, snacks are available when children arrive and are kept out long enough so that children can eat when they are hungry. All children are notified before snacks are put away.	

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